

Understanding an IEP

Episode 6 – Section V (Goals and Objectives)

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Episode Outline

Episode 1 – Introduction

Episode 2 – FAPE

Episode 3 – Demographics, procedural safeguards, and medical assistance billing

Episode 4 – Section II (present levels)

Episode 5 – Sections III (transition services) and IV (state/local assessments)

Episode 6 – Section V (goals and objectives)

Episode 7 – Sections VI (modifications/SDIS, related services, supports), VII (educational placement), and VIII (PennData reporting)

Episode 8 – Parent preparation and follow-through

Episode 9 – Live session with families

Episode 6 – Goals and Objectives

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Goals are written to target the skills and/or behaviors most holding the student back from future gains. Goals can be written for any areas of concern including academic, speech/language, behavior, fine motor, gross motor, vision, hearing, social skills, etc. Goals are taken directly from the PLAAFP section (needs).

Annual goals are statements in measurable terms that describe what reasonable expectations can be accomplished within a twelve-month period. A goal has 4 distinct components:

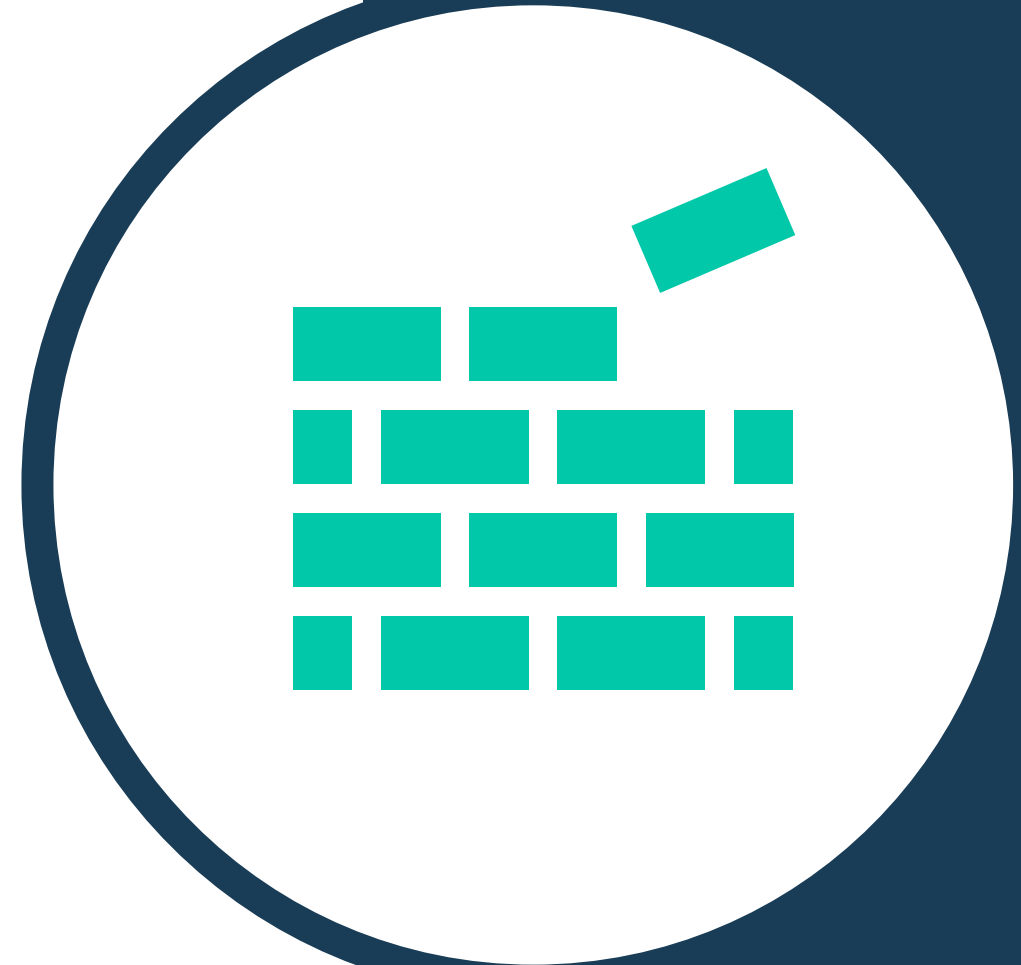
- 1) Condition: The condition (situation, setting, or given material) under which the skill or behavior is to be performed.
- 2) The student's name.
- 3) Clearly defined skill or behavior: The specific action the student will be expected to perform.
- 4) The performance criteria desired: The level the student must demonstrate for mastery, the number of times the student must demonstrate the skill for mastery, and how frequently the teacher assesses the student's mastery of the skill.

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Short-term objectives (STOs) are not needed for all students. They are required for students with significant cognitive disabilities and who participate in alternative state assessments.

As a teacher and administrator, I always include a baseline for each goal; however, this is not mandated. The baseline establishes the “starting point” for each goal and allows parents to follow progress as progress reports are completed.



Episode 6 – Goals and Objectives

Well-Written IEP Goals

ACADEMIC (READING ACCURACY AND FLUENCY) – When given a reading passage at the 3rd grade level during weekly progress monitoring sessions in the learning support classroom, Todd will read 100 words correct per minute at an accuracy of 95% across 5 consecutive data collection points.

Baseline: Todd is currently reading 85 words correct per minute at the 2nd grade level with 95% accuracy.

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Well-Written IEP Goals

SPEECH (ARTICULATION) – In efforts to increase Todd's intelligibility when speaking, he will independently and correctly articulate the sounds /sh/, /ch/, and /th/ at the word level with 85% accuracy across 5 consecutive data collection points measured bi-weekly.

Baseline: Todd's current performance is /sh/ - 50% for 2 consecutive trials, /ch/ - 70% for 2 trials, and /th/ 80% for 4 consecutive trials.

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Well-Written IEP Goals

BEHAVIOR – When presented with a direction to complete an assignment/task, Todd will initiate participation in the given assignment/task within 15 seconds, maintain participation in the assignment/task with 2 or less verbal prompts, and without the presence of maladaptive behaviors (i.e., stomping feet, closing eyes, or dropping to the floor) in 90% of charted opportunities across two consecutive quarters.

Baseline: Todd is meeting this goal in 45% of opportunities. Specifically, he initiates a given assessment/task within 60 seconds, maintains participation with 5 or more verbal prompts, and demonstrates stomping of feet and closing of eyes.

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Well-Written IEP Goals

OCCUPATIONAL THERAPY – When taken to the bathroom before lunchtime, Todd will independently complete the entire sequence for handwashing with 100% accuracy across 5 consecutive data collection points measured bi-weekly. The sequence includes turning on water, dispensing soap onto hands, washing hands for 10 seconds, rinsing hands for 15 seconds, drying hands for 10 seconds, and disposing of paper towel in receptacle.

Baseline: Todd current performance for the entire sequence is 70%. He is independent with turning on water, rinsing hands, and disposing of paper town. Verbal prompting is needed for dispensing soap, washing hands, rinsing hands, and drying hands.

Episode 6 – Goals and Objectives

Poorly Written Goals

Poorly written IEP goals are vague, unmeasurable, or not tailored to the student's needs, often relying on observation or opinion rather than data.

- Todd will decrease property destruction
- Todd will follow staff directions
- Todd will participate in and complete academic tasks